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ABSTRACT

Suggestions regarding provision of recreation services to handicapped children are offered to parents and friends of such children. Listed are types of community agencies likely to have recreation programs for disabled children, and the kinds of services each is likely to provide. Guidelines for parents who wish to help start a recreation program if none exist in the community include positive action steps the parent can take. Described are some recreation programs for handicapped children which are being conducted in various states to illustrate the kinds of recreation services which can be made available. (KW)

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RECREATION FOR DISABLED CHILDREN: GUIDELINES FOR PARENTS AND FRIENDS

RECREATION FOR DISABLED CHILDREN:

GUIDELINES FOR PARENTS AND FRIENDS

PART IV

OF

ENHANCEMENT OF RECREATION SERVICES FOR DISABLED CHILDREN

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NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
1971

Final Report of a three-year study supported in part by Grant Number C-202 from the Children's Bureau, U. S. Department of Health, Education and Welfare.

PREFACE

This pamphlet is one outcome of a three-year study of recreation agencies throughout the United States. The first half of the study consisted of a survey to identify and classify agencies which offer recreation services to children with mild, moderate and severe physical or mental limitations. In the second half of the study, the research team interviewed hundreds of personnel in these agencies.

The guidelines in this pamphlet represent the combined thinking and experience of people who are members of professions concerned with health, growth and development of all children. Many of us are parents of children who have physical or mental limitations. All of us are aware of the many problems you face as parents of children who need special help to find out that they can do many things--and can have fun doing things--not only with you, but by themselves and with other children.

We therefore dedicate this pamphlet to you, to your child, to all other children and to the multitude of friends who share our belief that INFORMATION + ACTION = "CAN DO!"

New York, June, 1971

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Childhood is a magic place of dreams . . .

where everything is possible

and the best is just beginning.

Joan Walsh Anglund

WHERE TO FIND RECREATION SERVICES

Almost every community has agencies that provide recreation services for children and teenagers who are not disabled. Sometimes these same agencies have programs for mentally and physically disabled youngsters as well. If you are looking for recreation services for your child, call these agencies in your community to find out what services they provide. If your child's disability makes it hard for him to travel to the agency by himself, and you cannot go with him, ask the agency if it provides transportation services. Also, if your child is too severely disabled to enter buildings by himself, ask the agency if it can have someone help him when he arrives.

Which agencies in your community are most likely to have recreation programs for disabled children, and what kinds of services do they provide?

Public Recreation Departments

Run by the city, county, and district, these programs are paid for by public taxes. Of all agencies serving disabled children, public recreation departments usually have the most facilities, staff, and equipment, and usually provide the most services.

Municipal recreation departments have gyms, ball fields, playgrounds, and swimming pools where disabled youngsters can take part in activities by themselves or with other children. The departments also put on cultural events such as concerts, art exhibits, and movies. They sponsor clubs that appeal to such interests as hiking, theatre, and arts and crafts. And they often provide special features such as day-long trips, social get-togethers, holiday celebrations, and activities for the entire family.

During the summer many municipal recreation departments operate day camps where, among other activities, disabled children can go swimming, play ball, have cookouts, and go on hikes. Some departments run residential camps as well. These are especially important because they not only provide the disabled child with real camp activities, but also help him to become a more self-reliant human being.

Not all municipal recreation departments have programs for disabled children. Even those that don't however, sometimes lend their facilities and equipment to local agencies that do have such programs.

Community Centers and Settlement Houses

These are operated and paid for by private organizations such as social, religious, and fraternal groups. They provide the same kinds of services as municipal recreation departments, but on a smaller scale.

Commercial Organizations

Movie theatres, dance studios, skating rinks, and bowling alleys do not usually have special programs for disabled children, but often do admit them at reduced rates.

Churches and Synagogues

Recreation programs run by religious organizations are often non-sectarian. They usually include sports, social activities such as dances and parties, and cultural activities such as discussion and current events groups. Some religious organizations also operate day camps and residential camps for disabled youngsters.

Libraries

These provide special materials for children whose handicaps may affect their ability to read. Among such materials: recordings of stories and books; books in large print; Braille editions of various reading materials. Libraries mail books and other items to children who are too severely disabled to leave home. They also make up lists of stories that have special appeal for disabled children, as well as lists of materials that tell parents how to help these youngsters. Additional services in many libraries include discussion groups, storytelling hours, and classes in reading improvement and arts and crafts. Another factor to bear in mind: many libraries in the last few years were built with the needs of the disabled clearly in mind. They include such features as specially designed toilets, ramps and elevators, and low drinking fountains and telephone stands.

Museums

An important feature at many museums are "Touch Tours" that permit children who suffer from blindness and other disabilities to handle statues, stuffed animals, rocks, and other items. Some museums provide a variety of additional activities as well -- classes in nature study, geological and archaeological expeditions in the local neighborhood and surrounding region, special day-long trips by bus, fragrance gardens, and nature trails for the blind.

Zoos

These provide many of the same activities as museums, but also allow disabled children to pet harmless animals.

Youth Agencies

The Boy Scouts, the Girl Scouts, the Boys' Clubs, the Campfire Girls, the 4-H Clubs -- all these have many of the same activities as municipal recreation departments and community centers. Youth Organizations are particularly important, however, because of the special understanding and experience they bring to serving the needs of children and teenagers. In working with the disabled, they try to give each child something he can do. In this way, they help even the most severely disabled youngster achieve a feeling of success. Also, once enrolled in a group, a child always remains a member. This means that even if the child must be institutionalized far from home, he can still feel part of his community through his membership in the youth organization.

Day Camps and Overnight Camps

These are operated by many organizations, public and private,

religious and non-sectarian.

Day camps give the disabled child full summer days of activities with other children. Among these activities: swimming, sports, arts and crafts, hiking, campfires, creative dramatics.

Overnight camps provide the same kinds of activities. And they have the additional advantage of helping the disabled child develop socially by learning to work and live with other children, and develop as a person by learning to take care of his own needs.

Hospitals and Residential Schools

These have excellent facilities such as pools, gyms, and outdoor areas. Some activities made possible by these facilities: sports and active games of many kinds, arts and crafts, music, parties, special celebrations.

Health Agencies

Organizations such as these include United Cerebral Palsy, the Association for Retarded Children, the Easter Seal Society. Not all organizations of this kind have their own programs for disabled children. However, many of them cooperate closely with local recreation agencies in providing such programs.

Service Clubs

Federated women's clubs and local women's service clubs, the Kiwanis, the Rotary, and the Lions are just a few organizations that not only lend their own facilities to agencies operating recreation programs for the disabled, but often sponsor and sometimes develop and run programs of their own. In general, the services they provide are similar to those of municipal recreation departments. And, like those departments, service clubs sometimes sponsor day camps and residential camps.

School Systems

Some states have passed legislation requiring schools to serve disabled children. Even in states where this is not the case, schools sometimes run after-school programs. Among their activities: sports, cultural affairs, social events.

Military Organizations

These are sometimes used as a source of volunteers for recreation programs. They also make available equipment they no longer need, and occasionally provide space to run programs.

YOU CAN HELP START A RECREATION PROGRAM

In the past section you read about agencies that provide recreation services for disabled children.

But suppose the agencies in your community don't provide such services? What can you do about it?

The answer: a lot. But you can't do it alone. You will need the help of other parents of disabled children in your community.

Below we talk about some of the things parents like yourself can do. But first, you may be interested to know why many community agencies do not have recreation services for disabled children. There are several reasons for this:

1. Sometimes agencies don't even know how many disabled children live in the community. Maybe they think there are so few that a program isn't needed.

2. Sometimes agencies are never asked by parents to provide recreation services. So, maybe they think no one really cares about having such services.

3. And sometimes agencies are afraid to start a recreation program for disabled children. After all, almost all their experience is with children who aren't disabled. Maybe they're worried that they won't really know what to do for a disabled child. They may even be afraid they'll hurt him instead of help him.

The job of parents such as yourself is to tell these agencies that you do want to provide recreation services for your children And, wherever possible, to help them do it.

What steps should you take?

1. Get together with other parents of disabled children and form a committee. It is important that the parents represent children with many different kinds of handicaps, not just one particular kind. That way, your committee will represent a much larger number of children in the community. Also, agencies are more likely to listen to and to work with one large group of parents than with many small groups. Finally, when your program has begun, it will be able to serve many disabled children instead of just a few.

2. Once your committee has enough parents, try to recruit some professional people who work with children and who understand their needs. People like these are doctors, clergymen, librarians, recreation workers, nurses, social workers, and teachers, especially of the disabled. For his knowledge of the law, an attorney will be useful too. Another person who can be helpful is the therapeutic recreation specialist in your local hospital. These people can help you convince agencies to set up their own recreation programs. Because of their special knowledge and experience, they can help agencies decide what services are needed and how to provide them. And, by including among themselves a representative from a

health agency, they can encourage close cooperation between his agency and the one your committee is dealing with. An example of such cooperation: the health agency might offer to provide transportation and equipment for the agency operating the recreation program.

3. Your committee's job does not end when it has helped an agency set up a recreation program. There are many things you can do to support the program and to make it stronger.

a. You can help to raise money in the community for the program;

b. You can help supply transportation to take the children from their home or their health agency to the recreation agency:

c. You can help get volunteers to work in the recreation program;

d. You can help find other disabled children in the community, and tell them and their parents about the recreation program.

By doing the things mentioned in this section, you will learn important facts about why recreation programs for disabled children are needed, how they are run, and what they must do to be successful. This kind of information is badly needed. Help supply it to other people in and out of your community. You can do this by:

1. giving information to local newspapers, radio stations, and television stations;

2. asking educational institutions in your community to give courses for adults in recreation for disabled children; such institutions include settlement houses, schools, agencies, and community colleges;

3. sending out speakers to community agencies of all kinds;

4. holding meetings and public hearings for voters;

5. getting people and organizations in your community to sign petitions for legislation to strengthen recreation programs;

6. having the professional people on your committee advise congressmen and legislators on the importance of recreation programs for disabled children.

These last two points are vital. Disabled children have no lobby to defend their interests. Community groups such as the one we have described must do this job. This kind of action can be taken on the local level by persuading your council of social agencies to urge its member organizations to extend its regular recreation services to disabled youngsters. Your committee can also have a powerful influence on local and state legislation by:

1. attending public hearings on new legislation affecting services for disabled children;

2. arranging for experts to testify on issues affecting disabled children; and

3. working with your local and state representatives in the development of legislation that will improve services for the disabled.

SUCCESSFUL PROGRAMS AROUND THE COUNTRY

This section describes recreation programs for mentally and physically disabled youngsters that are being conducted in various states. We hope they give you a clear picture of the kinds of services that are available for children such as your own. If the agencies in your community do not provide such services, we hope those described in this section provide a good idea of those that could be established through the cooperation of parents' committees and local agencies.

In a large city, each recreation district decides on its own type of program for the mentally retarded. These include morning, afternoon, and evening activity centers for young children; after-school and evening programs for older ones; special programs to help youngsters who do not go to school; and six-week summer camps. Some activities are swimming, music, arts and crafts, physical fitness, dramatics, woodwork, softball, team sports, social and square dancing. Special events include appearances by guest entertainers, participation in a nationwide bowling tournament, and holiday celebrations.

A county parks department has made its six parks as easy to use as possible for children and adults suffering from disabilities such as cerebral palsy, mental retardation, epilepsy, brain damage, and single and multiple amputations. The department has redesigned the parks comfort stations to meet the special needs of the physically disabled, made the parks' grounds more level for easier use by people on crutches or in wheelchairs, done away with parking rules for people in wheelchairs, and set up a parking lot next to the children's playground so that handicapped parents can watch their children play.

Because of their camps rough and uneven ground, Campfire Girls in certain areas are not able to accept children who suffer from severe physical disabilities; however, they do enroll many mentally retarded girls referred by special agencies and place them with non-retarded children of the same age and interests.

A camp operated by a local Kiwanis club provides a full camping experience for youngsters suffering from disabilities such as mental retardation, physical handicaps, blindness, and deafness. Overall, 280 children attend two four-week sessions, one for boys, the other for girls. The children participate in traditional camp activities -- hikes, fishing, swimming, arts and crafts, nature study. The camp staff includes salaried professionals and senior and junior counselors selected from among high school and college applicants. Camp facilities are a two-story log lodge for dining and conferences, a dormitory, a small infirmary, a nurse's cabin, and a service building. The camp has a baseball field, small

swimming pool, and a variety of recreation equipment. To maintain the camp, Kiwanians do more than raise funds: they cut wood, paint cabins, lay pipe, clear play areas.

The 4H philosophy is learning by doing. Its clubs help mentally retarded children and adults to:

1. learn everyday skills: Projects include cooking, sewing, woodworking, gardening, caring for animals. Additional projects involve forestry, photography, and geology, as well as good health practices and personal grooming. In several states, specially trained teachers of the educationally retarded have helped organize and lead 4H school clubs.

2. enjoy group participation: To bring people together, 4H clubs organize hikes and field trips; concentrate on creative group projects such as food preparation, sewing, knitting, woodworking, leathercraft, photography; hold camping experiences (in a recent year, 18 mentally retarded children lived and played with 60 non-retarded 4H boys and girls for six days);

3. find their place in the community: 4H clubs meet in the homes of the families of the retarded, encouraging all parents to become acquainted. Parents also meet and visit with each other during 4H field trips and picnics. At the same time, the clubs extend participation to club members by having them prepare music for religious programs, cook and serve food at various institutions, iron clothes for others, and teach older retardates how to lead younger ones in 4H programs.

In carrying out its programs for the mentally retarded, 4H clubs try to integrate these youngsters with other children wherever possible; when this cannot be done, they organize groups for the retarded alone.

A Bureau of Parks and Public Recreation operates three day camps for mentally retarded children. All the camps are run under the direction of a full-time therapeutic recreation specialist. Two camps are located within city limits. They operate for nine weeks during the summer and serve approximately 110 children. During the winter, they conduct programs in fitness, swimming, roller skating, gym and bowling. In addition to these activities, there are also special events such as field trips and plays in the evenings.

The Bureau of Parks' third day camp is located in a wilderness area outside the city. Children receive opportunities to ford rivers, blaze trails, fish, pick wild fruits, build bridges, cook out, pitch tents, and explore unknown areas around the campsite. Campers are divided into five patrols: two for older children, two for teens, one for young children. Transportation is handled by a 65-passenger bus, and equipment is furnished by the park bureau and private donors. Staff is made up of salaried professionals, patrol leaders chosen from among sophomores and juniors at the local college, and specialist leaders selected from among seniors at the local college and the state university.

The Bureau of Parks' camps receive wide publicity through television, radio, newspaper, and camp newspapers distributed to parents and regional organizations.

A YMCA and YWCA work together to provide a seven-day-a-week swimming program for physically handicapped and mentally retarded children. Among other severely disabled children, the program has successfully served a boy with leg stubs and a girl lacking a left arm and right leg. A special step system helps children in wheelchairs get in and out of the pool under their own power.

The Southern Tier Rotary Clubs enable 50 disabled children to attend a summer camp free of charge. The camp provides the children, many of whom suffer from epilepsy, sense defects, speech problems, and birth defects, with activities such as archery, swimming, horse-back riding, and boating. Each child is examined by a medical board before acceptance and all counselors are handpicked for their interest in working with handicapped children.

Sponsored by the YMCA and the local diabetic association, a summer camp conducts a two-week session in which 80 diabetic children work, play, and live with non-diabetic youngsters. Activities include hiking, handicrafts, archery, nature study, swimming, boating, and riding. The diabetic children sit at the same table with the non-diabetics, but are closely supervised in what and how much they eat. In addition, they receive training in diet, exercise, and use of insulin. The diabetic association adds to the regular YMCA camp staff some people of its own: three doctors, three nurses, and three dieticians.

The proceeds of a state open golf tournament provide an athletic program for the disabled patients of a regional rehabilitation hospital. The program features archery, wheelchair racing, wheelchair basketball, fencing, and javelin-throwing. The hospital's patients, 60 percent of whom are between fifteen and thirty-five years of age, are crippled in some way, often by brain damage or spinal cord injuries.

A council for community service provides planning and consultation in community programs for the disabled, counsults with local and state health and recreation groups, evaluates recreation projects, recommends standards for agencies, and presses for legislation favorable to the disabled.

A public library gives people who work with disabled children -- social workers, Vista volunteers, hospital personnel -- special training in the improvement of their story-telling techniques. It also provides a full range of library services to the children themselves.

A horticultural society conducts a program of plant therapy for children in schools for the handicapped. Among their activities -- planting flowers and making artificial plants.

Throughout the country, the Boy Scouts of America are concerned with the needs of retarded and physically handicapped children and youth. They encourage these children to join their troupes and, depending upon the social and physical abilities of each child, enroll him either with children of similar difficulties, or with non-disabled youngsters.

The TARS ("Teens Aid the Retarded") is an organization of young people who work through various community channels to assist the retarded. They help associations for retarded children conduct programs of public information and community education; encourage teenagers to seek careers in social work, recreation, special education for the retarded; work with retarded children and adults in a variety of activities -- summer camps, teen parties, home care, field trips, bowling, roller skating; and perform clerical work in training and recreation programs. One of TARS' most interesting efforts -- the Foster Vacation Plan, in which a TAR and retarded child spend a week in each other's home.

A zoo serves 500 blind and 500 mentally retarded youngsters between the ages of five and twenty-one with a series of natural history lectures that emphasize the senses of smell and touch. The zoo also maintains an outdoor theatre in which the children are encouraged to act in plays.

A YMCA swimming program invites families to take part in projects with their disabled children. The program aims to give parents an awareness of their children's hidden abilities. It also tries to involve the parents in the complete range of social service programs carried out by the organization for all children and youth.

An art institute of a major city organized a program in which physically handicapped children in hospitals and agencies all over the state created artwork on a wide range of subjects. The drawings were featured in an exhibition at the institute and judged by professional artists. From there, the show was presented at various agencies for the handicapped across the state, leading art teachers to form a group to work with disabled youth.

An Association for Retarded Children works hard to line up community support for its programs. Well before a program is due to begin, the director explains its importance in discussions with all parts of the community -- teachers, parents' groups, policemen, public and private agencies, recreation department staff, With the understanding and support of the community behind her, the director has little trouble in getting the volunteers, equipment, and facilities she needs.

Without waiting for requests from any specific agency, a city recreation department began its own summer day camp. Directed by a college professor, a college student, and a teacher, and assisted by high school volunteers, the camp program has grown over a three-year period from two weeks to seven weeks. Serving regional as well as local disabled children, the camp has the active support of health agencies and other municipal recreation departments throughout the area.

Most private overnight camps which serve disabled children limit their services to these youngsters alone or try to include them in small numbers with non-handicapped children. One particular camp, however, is run on a completely integrated basis with half its children disabled and the other half non-disabled. Despite this fact, the camp has found it possible to carry out a full range of normal camp activities.

As part of its overall program, a Jewish community center serves four groups of retarded children age twelve and over. Integrated into many activities with the center's non-retarded youngsters, these children not only participate in many social, cultural, and sports activities but also use all the facilities of the center, including a gym, indoor and outdoor pools, and day and resident camps. One additional point: the center lends its facilities to other community agencies serving both disabled and non-disabled children.

The Girl Scouts of America provides all its leaders with a special manual describing the needs of disabled children and how to meet them.

A planetarium was designed and constructed with special attention to the needs of disabled people of all ages. Among its features: ramps, low telephones and drinking fountains, special bathroom facilities, adequate space for wheelchairs throughout the building. Other ideas carried out by the planetarium: channeling the view from its telescope through several TV monitors for easy viewing by disabled people, and distributing fluorescent gloves to its speakers and to the deaf people in its audiences to make it easier to communicate by sign language.

About 20 disabled veterans are referred by their local Veterans' Administration Hospital to a Jewish Community Center. Here the men, including several under the age of 21, take part in a wide variety of sports, social and cultural activities.

In 1968 almost 1000 mentally retarded children representing 25 states took part in the first sports event held especially for them: special Olympic matches in a large city. The event was important because, to qualify for it, hundreds of disabled boys and girls first had to take part in local elimination events all over the country. In this way they helped build up program in their communities that did not exist before. Reaching the Olympics, the winners took part in track and field, field clinics, and special events -- all operated by the city's Park District coordinators. Track and field matches included the 50-yard dash, 300-yard run, and 25-yard free-style swim. Gold, silver and bronze medals were awarded in each event. Sports clinics featured famous sports figures and former Olympic champions giving instruction in basketball, hockey, football, roller skating, and track and field. An important part of the special events program was a parade of youngsters displaying their state flags and banners. This special Olympics has become an annual event involving thousands of mentally retarded youngsters in local and regional as well as the national competitions.

Another highly successful program is the National Wheelchair Games which has been held each year since 1957 in New York City. In 1970, nearly 300 men and women from 28 states competed in archery, bowling, track and field events, swimming, table tennis, slalom, and weightlifting. A team representing the United States is chosen by the National Wheelchair Athletic Committee to compete against other countries in the International Stoke-Mandeville Games (Paralympics) held in England.

APPENDIX A

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APPENDIX B

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Miss Mary Elizabeth Ledlie	Milwaukee Public Library Milwaukee, Wisconsin
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Mr. Arthur Rubin	Rehabilitation Institution of Chicago Chicago, Illinois
Miss Kathleen Sughrue	Federal Extension Service Minneapolis, Minnesota

And all members of the Project Advisory Committee (see Appendix A, p. 11).

APPENDIX C

SOURCES OF INFORMATION ON SERVICES FOR THE DISABLED

I. General Information

A. National

The following national agencies and organizations have a variety of materials and publications on planning and conducting programs, facility design and adaptation, meeting special needs and other aspects of providing recreation services to disabled children and youth.

American Association of Health,
Physical Education and Recreation
1201 16th Street, N.W.
Washington, D. C. 20026

American Camping Association
Martinsville, Indiana

American National Red Cross
18th and E Street, N.W. 20006
Washington, D.C.

Boys Clubs of America
771 First Avenue
New York, New York 10017

Boy Scouts of America
New Brunswick, New Jersey

Camp Fire Girls, Inc.
65 Worth Street
New York, New York 10013

Council on Exceptional Children
1201 16th Street, N.W.
Washington, D.C. 20036

Council of Jewish Federations
and Welfare Funds, Inc.
315 Park Avenue South
New York, New York 10010

4-H
Cooperative Extension Service
Department of Agriculture
Washington, D.C. 20505

Girls Clubs of America
133 East 62nd Street
New York, New York 10021

Girl Scouts of America
830 Third Avenue
New York, New York 10022

Library of Congress
Division for the Blind and
Physically Handicapped
1291 Taylor Street, N.W.
Washington, D.C. 20542

National Board of the Young Men's
Christian Association of the U.S.A.
600 Lexington Avenue
New York, New York 10022

National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

National Society for Crippled Children
and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

National Therapeutic Recreation
Society
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

Play Schools Association, Inc.
120 West 57th Street
New York, New York 10010

B. Local

Many communities and most states have local chapters of a number of the agencies and organizations listed above. Check your phone directory to find which ones are located in your community. Other local groups and agencies which might be helpful are:

- council of social agencies
- council of churches
- local and state medical societies

- local and state recreation associations
- local and state occupational therapy associations
- colleges and universities with therapeutic recreation programs (National Recreation and Park Association will send you a list)

Information on Specific Disabilities

II. A. National

The following national organizations distribute information concerning specific disabilities and some publish materials on recreation.

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Diabetes Association
18 East 48th Street
New York, New York 10017

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

American Heart Association
44 East 23rd Street
New York, New York 10010

Arthritis Foundation
1212 Avenue of the Americas
New York, New York 10036

Epilepsy Foundation of America
733 15th Street, N.W.
Washington, D.C. 20005

Joseph P. Kennedy, Jr. Foundation
1411 K Street, N.W.
Washington, D.C. 20005
(Information on Mental Retardation)

Muscular Dystrophy Associations of America
1790 Broadway
New York, New York 10019

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

National Foundation - March of Dimes
800 Second Avenue
New York, New York 10017
(Information on birth defects)

National Association of the Deaf
Suite 318
2025 I Street, N.W.
Washington, D.C. 20006

National Foundation for Neuro-
Muscular Diseases, Inc.
250 West 57th Street
New York, New York 10019

National Multiple Sclerosis Society
257 Park Avenue South
New York, New York 10010

National Society for Crippled Children
and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

National Tuberculosis and Respiratory
Association
1740 Broadway
New York, New York 10019

National Wheelchair Basketball Association
Student Rehabilitation Center
University of Illinois
Urbana, Illinois

President's Committee on Mental
Retardation
Washington, D.C. 20201

Secretary's Committee on Mental
Retardation
United States Department of Health,
Education and Welfare
Washington, D.C. 20201

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, New York 10036

National Association for Mental
Health, Inc.
10 Columbus Circle
New York, New York 10019

B. Local

Some of the above organizations have state and local chapters. Check your phone directory for local addresses. By contacting chapters located in your community or state, you are more likely to get the specific information and help you are seeking. Other organizations which are usually locally based and which can be helpful are:

- associations for the blind
- associations for the brain-injured
- associations for the deaf

APPENDIX D

SELECTED REFERENCES

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